

Handouts

for the Participants' Logbook

Certificates • Forms • Information • Worksheets



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PARTICIPANTS LOGBOOK

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*) Not yet available in the *Logbook*, but published as a part of the *AwardBasics*

***) Only available in German yet



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Participant's Details

Introduction

PARTICIPANTS LOGBOOK

Form

Serial Number*)

Surname

First Name

Gender

Date of Birth

Address

Phone Numbers

E-Mail

Issue Date of the Record Book

Operating Authority (Stamp)

Award Unit (Stamp)

Photograph

*) Only required when used as Record Book



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Getting Started

Introduction

PARTICIPANTS LOGBOOK

Information

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What is an Award programme?

An Award programme is a real adventure from the beginning to the end. It doesn't matter who you are or where you're from. You just need to be aged between 14 and 24 and realise that there's more to life than sitting on a sofa watching life pass you by.

You can do programmes at three levels, Bronze, Silver or Gold, which lead to an Award.

You achieve an Award by completing a personal programme of activities in four sections (five if you're going for Gold).

You'll find yourself helping people or the community, getting fitter, developing skills, going on an expedition and taking part in a residential activity (Gold only).

But here's the best bit - you get to choose what you do!

Your programme can be full of activities and projects that get you buzzing. And along the way you'll pick up experiences, friends and talents that will stay with you for the rest of your life.

Award levels

There are three levels of programme you can do which, when you've successfully completed them, lead to a Bronze, Silver or Gold Award.

The main differences between them are the minimum length of time it takes to complete them, how challenging they are and the minimum age you can start at.

Depending on your age, you are free to start at any level but most people prefer to try for Bronze and work upwards. There are age restrictions for each one so it makes sense to build yourself up rather than dive in at the deep end.

Don't forget, you have until your 25th birthday to complete whichever level you're working on and achieve an Award.

Achieving an Award

You achieve an Award by completing a personal programme of activities in four sections (five if you're going for Gold).

These sections are:

- *Service* - helping someone, your community or the environment
- *Expeditions* - planning, training for and completing an adventurous journey
- *Skills* - developing existing talents or trying something new

- *Physical* - becoming fitter through sport, dance or fitness activities
- *Residential* (Gold only) - staying and working away from home as part of a team

The length of time you have to spend on each section depends on the level of the programme you're doing.

Getting started

So you're interested in starting your own programme and achieving an Award? Congratulations, you're about to start an adventure you'll never forget.

The first step is to find your nearest Award unit. It may be in your school, college, youth group or company. If you're not sure when you've finished looking around this site, click on the local contacts button (down there on the left) to find out what's available near you.

All Award participants receive this folder and a Record Book Pack, which contains a *Record Book* and lots of helpful info. The *Record Book* is where you log your progress through your Award programme, and is what your Leader signs when you've completed your activity in each section - so don't lose it!

Now, you can start choosing what activities you want to do - although you don't have to wait until you get your *Record Book* before you start planning your programme. Remember - tell your Leader about your plans so you don't waste time on activities which won't count or don't fit into the right section. Once everything is agreed and in place you're ready to start your adventure.

Using the *Participants' Logbook* as a *Record Book*

The *Participants' Logbook* can also be used as a *Record Book*. The conditions are:

- The *Logbook Folder* is ordered from the Online Shop specifically as a *Record Book* (dedicated item in the AwardShop).
- The participant's data sheet includes the *Record Book's* number given by the National Award Office.
- The general guidelines for *Record Books* are met. In particular, participants must receive the *Logbook Folder* before starting with any activities, and the participant's data sheet must be duly completed.

Switching to the *Participants' Logbook* as a *Record Book* is possible at the start of each level.

Good luck!



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Hints for Gold Award Participants

Introduction

PARTICIPANTS LOGBOOK

Information

Fundamentals

The Gold Award offers the best opportunity to learn that “there is more in you”. In order to meet this value proposition,

- The participant designs an Award programme which offers a demanding individual challenge and completes it largely in a self-responsible way.
- The supervising Operating Authority must be able to offer at any time any required “help for self-help” – particularly in the Expeditions section.
- In addition to the Operating Authority the National Award Office (“Office” for short) monitors all activities of Gold Award participants. This is particularly valid in the Expeditions section, where the Office has to be notified of all Practice Expeditions and Expeditions.
- Gold Award participants join the National Gold Award Network in the German Award’s Intranet, which serves as a supplementary platform for information and communication.

This implies:

- Only Operating Authorities that are specifically licensed for the Gold standard are allowed to supervise Gold Award participants.
- Before starting any sectional activities, prospective Gold Award participants must attend an introduction either by a Gold Award Workshop or an Award Leaders Course.
- All Gold Award participants and their sectional activities must be registered and recorded at the Office, which also authorises and presents all Gold Awards.

Gold Awards are only authorised, if all activities have been notified to the Office beforehand. Participants share the responsibility of their Award Unit to notify Practice Expeditions and Expeditions in time to the National Award Authority.

Procedure

The procedure follows a step-by-step process, where each new step requires that the previous one has been properly completed.

1. Literature

- a. Each Gold Award participant needs a copy of Award Basics, the Expedition Guide and the Award Planners as included in the Participants’ Logbook.
- b. Both can be downloaded from the German Award’s website.

2. Introduction

- a. Before starting any sectional activities, participants take part either in a Gold Workshop or an Award Leaders Course run by the National Award Authority. Dates are published in the Online Calendar (www.jugendprogramm.de/kalender).
- b. For the Introduction the literature mentioned above is required.
- c. During the Introduction, participants register with the Gold Award Planner for the Gold level and become members of the Gold Award Network.

3. Late registration of sectional activities

- a. When a sectional activity is not already covered in the registration, a late registration with the updated Gold Award Planner is required.
- b. Late registrations must be completed before starting the respective activity.

4. Final Practice Expedition and Expedition

- a. On the Gold level, the National Office must be notified of Final Practice Expeditions and Expeditions with the respective forms in time and the route planning will be co-checked based on this information.
- b. Notifications of Final Ventures can only be accepted if the Office had already been notified of the Final Practice Expedition.
- c. Every Gold Expedition in Germany must be assessed by an accredited Wild Country Assessor, who also reports his impressions back to the Office.
- d. In case of Expeditions abroad, an accredited Wild Country Assessor must check the Final Practice Expedition.**)

5. Authorisation of Gold Awards

- a. Only the National Award Authority authorises Gold Awards.
- b. For the application, copies of the Gold Certificate and all five Sectional Certificates of the Participants’ Logbook must be submitted to the Office through the Operating Authority.

Presentation of Gold Awards

- a. Only the National Award Authority presents Gold Awards.
- b. Dates of Gold Award Presentations are published in the Online Calendar.

*) Independent Participants must attend the Award Leaders Course.

***) Practice Expeditions and Expeditions of all levels abroad must be notified at least twelve weeks in advance.



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Fundamentals

General

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Information

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The Aim of the Award

Our aim is to inspire, guide and support young people in their self-development and recognise their achievements.

Levels, Sections and Activities

There are three separate Awards – **Bronze**, **Silver** and **Gold** with different minimum starting ages and periods of participation.

At each level there are four sections:

- **Service** – undertaking service to individuals or the community.
- **Expeditions** – planning, training for and completing of an adventurous journey in Germany or aboard.
- **Skills** – developing practical and social skills and personal interests.
- **Physical** – improving in an area of sport, dance or fitness activities.

There is an additional requirement at the Gold level:

- **Residential** – staying and working away from home doing a shared activity.

Participants choose the activities they wish to pursue in each Section, taking into consideration local availability and cost. Activities in the four Sections are intended to complement each other and thus provide a balanced programme reflecting different aspects of young people's development. Young people should be encouraged to set themselves personal challenges beyond the minimum requirements according to their abilities and talents.

Key principles

An **Award programme** is the series of activities covering the different Award sections that participants select and undertake to achieve a Bronze, Silver or Gold Award. All programmes are driven by the following ten guiding principles, which are at the heart of everything we do:

- **Noncompetitive.** An Award programme is a personal challenge and not a competition against others. Every participant's programme is tailor-made to reflect their individual starting point, abilities and interests.
- **Achievable by all.** An Award is achievable by any young person who chooses to take up its challenge, regardless of ability, gender, background or location.
- **Voluntary.** Whilst Award programmes may be offered within school, college, work time, custody or extra-curricular activity, young people choose to do a programme and commit some of their free time to undertake their activities.

- **Personal development.** An Award programme inspires personal and social development. The value to young people is dependent on personal commitment, the learning process and the quality of the experience.
- **Personalised.** Young people design their own programme, which can be tailored to suit their personal circumstances, choices and local provision. They start at whichever level suits them best and they can take as long as they wish (within the age limits) to achieve an Award.
- **Balanced.** Our aim is to ensure that participants experience development of the whole person; mind, body and soul. By undertaking activities focusing on at least four different aspects of development, young people complete a balanced and wide-ranging programme.
- **Progressive.** At each level, an Award programme demands progressively more time, commitment and responsibility from the participant.
- **Achievement focused.** Before starting an activity, young people are encouraged to set their own challenging goals. If they aim for these goals and show improvement they will achieve an Award.
- **Demands commitment.** An Award programme demands persistence and commitment and cannot be completed with a short burst of enthusiasm. Participants are encouraged to continue with activities and to maintain their interest beyond their programme requirements.
- **Enjoyable.** Young people and Leaders should find participation enjoyable, fulfilling and rewarding.

Award programmes

The Award is all about self-development. It's not about being first. It's noncompetitive and focuses on helping young people to improve existing skills or gain new talents, abilities or perspectives and being the best they can.

Individual programmes for individual people

Developing initiative is a key part of a participant's involvement. At the start, participants take responsibility for the selection of their own programme. They should consider costs, venue choices, travel requirements and the availability of a suitable Assessor and/or Supervisor. Whilst it is important that participants use their own initiative their Award leaders will still need to provide support and advice, especially when they're devising their programme and setting objectives.

Someone with learning difficulties or limited mobility may take longer to complete a section or require extra training or support. This is not an issue – programmes are designed to be flexible. The Award is about young people pushing themselves to their own limits. Or, in the words of Kurt Hahn: ‘Plus est en Vous’ – There is more in you (than you think).

Though the programmes are an individual challenge there are times when participants will be required to work as a team. In these situations the Award leader should provide guidance and ensure that everyone is involved at a level that is appropriate for their development.

With regard to the programmes, the conditions detailed in the *Award Handbook* must be met, although it is possible to agree variations because of a young persons abilities. At all levels any proposed variations must be approved by the National Award Office (Koordinationsbüro).

The Benefits

There are so many rewards for young people who do Award programmes and achieve an Award. Its balanced programme of activities develops the whole person – mind, body and soul – in an environment of social interaction and team working.

Furthermore, as doing their Award involves developing a personal programme of challenging activities, participants will enjoy unique experiences and rewards. Amongst Award holders there is general agreement that participation develops:

- Self-belief;
- Self-confidence;

- A sense of identity;
- Independence of thought and action;
- Respect and understanding of people from different backgrounds, cultures and walks of life;
- A sense of responsibility;
- An awareness of their potential;
- New talents and abilities;
- An understanding of strengths and weaknesses;
- The ability to plan and use time effectively;
- The ability to learn from and give to others in the community;
- New relationships;
- Skills including problem solving, presentation and communication;
- The ability to lead and work as part of a team.

Delegated Responsibility

The Award operates through a system of delegated responsibility. Operating Authorities are licensed by the National Award Authority (NAA, Trägerverein) to operate the Programme and to maintain its quality and standards. This responsibility is then delegated to Award Leaders and, through other helpers, to participants.

Following the training by the NAA and adequate local briefing, Leaders and helpers are given the flexibility to make informed decisions and are entrusted to run the Award in line with its philosophy, principles and conditions.



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Time and Age Requirements

General

PARTICIPANTS LOGBOOK

Information

Time Requirements

General

There is no real time limit when it comes to completing an Award programme. As long as participants are under 25 when they complete all their activities in their programme, they are free to work at a pace that they're comfortable with and can achieve the Award. The only stipulation is that participants spend the following minimum times doing their programmes.

Award levels

The minimum periods of participation in the different Award levels are:

- *Bronze*: 6 months;
- *Silver*: 12 months (direct entrants);
6 months (Bronze level completed);
- *Gold*: 18 months (direct entrants);
12 months (Silver level completed).

Whilst time scales are expressed in months, participants need to give a regular commitment averaging at least an hour a week during this time.

Award Sections

Service

- Bronze: at least 15 hours, spread over 3 months
- Silver: at least 30 hours, spread over 6 months
- Gold: at least 60 hours, spread over 12 months

Expeditions

- Bronze (Expedition): 2 days, with a minimum of 6 hours of planned activity each day
- Silver (Expedition or Exploration): 3 days, with a minimum of 7 hours of planned activity each day
- Gold (Expedition, Exploration or Other Adventurous Project): 4 days, with a minimum of 8 hours of planned activity each day

Skills

- Bronze: minimum period 6 months
- Silver: minimum period 12 months (Bronze Award Holders: 6 months)
- Gold: minimum period 18 months (Silver Award Holders: 12 months)

Participants need to give a regular commitment averaging at least an hour a week during this time.

Physical

- Bronze: minimum period 3 months
- Silver: a minimum period 4 months
- Gold: minimum period 5 months

Participants need to give a regular commitment averaging at least an hour a week during this time.

Residential

(additional requirement for the Gold Award)

- 5 days and 4 nights.

Age Requirements

Age Range

The age range for the Programme is from the 14th to the 25th birthday.

Minimum Ages of Entry

The minimum ages of entry are as follows:

- Bronze: 14 years
- Silver: 15 years
- Gold: 16 years.

Subject to the above minimum ages, entry to the Programme may be at Bronze, Silver or Gold level.

Discretion is given to Operating Authorities to permit those who are too young to enter the Bronze Award but who are part of a larger group aged 14 years and above to make a start with their friends. This discretion is primarily intended for those who plan their activities on a group basis. Group leaders must be satisfied that participants are sufficiently mature to undertake the Bronze Programme.

Operating Authorities may permit those who have completed the Bronze Award to make a start on the Silver Award before their 15th birthday without imposing an artificial delay. No activity can count towards the Gold Award before the 16th birthday.

Maximum Age of Entry

The maximum age of entry is 24 years.

Minimum Ages of Completion

Participants must continue their involvement with the Award until they reach the minimum ages for completion which are:

- *Bronze*: 14,5 years;
- *Silver*
 - Bronze completed: 15,5 years,
 - Direct entrants: 16 years;
- *Gold*
 - Silver completed: 17 years,
 - Direct entrants 17,5 years.

By their 25th birthday all activities which count for an Award must be completed.

Extensions

Extensions to the upper age limit can only be considered where illness, accident or unavoidable circumstances have made it impossible to complete an Award by the age of 25. In these circumstances requests are to be referred,

in writing, by Operating Authorities to the National Award Office for consideration. If the application is successful, extra time will be allowed which must not be further exceeded.



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Bronze Award Planner

General

PARTICIPANTS LOGBOOK

Worksheet

Participant

Supervisor

General Purpose of Participation

Service: Group, Activity and Aim

New Activity

Group

- Helping People
- Community Action & Raising Awareness
- Coaching, Teaching and Leadership
- Working with the Environment or Animals
- Helping a Charity or Community Organisation

Activity

Aim

Expeditions: Group, Activity and Purpose

New Activity

Group

- By Foot
- By Bicycle
- On Horseback
- By Boat (Rowing or Sailing)
- By Canoe or Kayak
- By Wheelchair

Purpose

Environment

Skills: Group, Activity and Aim

New Activity

Group

- Life Skills
- Performance Arts
- Science & Technology
- Creative Arts
- Media & Communication
- Music
- Natural World
- Learning & Collecting
- Games & (recreative) Sports

Activity

Aim

Group

- Individual Sports
- Fitness
- Martial Arts
- Extreme Sports
- Racquet Sports
- Dance
- Team Sports
- Water Sports

Activity

Aim



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Silver Award Planner

General

PARTICIPANTS LOGBOOK

Worksheet

Participant

Supervisor

General Purpose of Participation

Service: Group, Activity and Aim

New Activity

Group

- Helping People
- Community Action & Raising Awareness
- Coaching, Teaching and Leadership
- Working with the Environment or Animals
- Helping a Charity or Community Organisation

Activity

Aim

Expeditions: Group, Activity and Purpose

New Activity

Group

- By Foot
- By Bicycle
- On Horseback
- By Boat (Rowing or Sailing)
- By Canoe or Kayak
- By Wheelchair

Purpose

Environment

Skills: Group, Activity and Aim

New Activity

Group

- Life Skills
- Performance Arts
- Science & Technology
- Creative Arts
- Media & Communication
- Music
- Natural World
- Learning & Collecting
- Games & (recreative) Sports

Activity

Aim

Group

- Individual Sports
- Fitness
- Martial Arts
- Extreme Sports
- Racquet Sports
- Dance
- Team Sports
- Water Sports

Activity

Aim



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Gold Award Planner

General

PARTICIPANTS LOGBOOK

Worksheet

Participant

Supervisor

General Purpose of Participation

Service: Group, Activity and Aim

New Activity

Group

- Helping People
- Community Action & Raising Awareness
- Coaching, Teaching and Leadership
- Working with the Environment or Animals
- Helping a Charity or Community Organisation

Activity

Aim

Expeditions: Group, Activity and Purpose

New Activity

Group

- By Foot
- By Bicycle
- On Horseback
- By Boat (Rowing or Sailing)
- By Canoe or Kayak
- By Wheelchair

Purpose

Environment

Skills: Group, Activity and Aim

New Activity

Group

- Life Skills
- Performance Arts
- Science & Technology
- Creative Arts
- Media & Communication
- Music
- Natural World
- Learning & Collecting
- Games & (recreative) Sports

Activity

Aim

Physical: Group, Activity and Aim

New Activity

Group	Activity
<input type="checkbox"/> Individual Sports	
<input type="checkbox"/> Fitness	
<input type="checkbox"/> Martial Arts	Aim
<input type="checkbox"/> Extreme Sports	
<input type="checkbox"/> Racquet Sports	
<input type="checkbox"/> Dance	
<input type="checkbox"/> Team Sports	
<input type="checkbox"/> Water Sports	

Residential Project: Group, Activity and Aim

New Activity

Group	Activity
<input type="checkbox"/> Activity Based	
<input type="checkbox"/> Service to Others	
<input type="checkbox"/> Learning	Aim
<input type="checkbox"/> Environment and Conservation	



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Service Fundamentals

Service Section

PARTICIPANTS LOGBOOK

Information

Aim

To inspire young people to make a difference within their communities or to an individual's life and develop compassion by giving service to others. From DJing at the local hospital to assisting at an animal shelter, from renovating a heritage site to coaching sports at a youth club – the options are almost limitless.

Principles

- People have a responsibility to each other. By volunteering, communities are improved and strengthened.
- Young people are passionate about many things and should be encouraged to make a positive contribution to something they care about.
- The commitment to volunteering should be recognised; therefore young people are rewarded for this activity with the completion of a section of their Award programme.

Benefits

Although the specific benefits depend on the choice of activity, the Service Section should provide opportunities to:

- Make a personal contribution by dedicating free time to giving service to the community.
- Appreciate the needs of others and contribute to their well-being by working with and for people with whom young people would not normally come into contact
- Trust and be trusted.
- Understand personal strengths and weaknesses by reviewing their performance in briefing and training sessions.
- Increase self-esteem by receiving positive feedback and learning to appreciate the value of making a personal contribution.
- Overcome prejudice and fears through building new relationships and developing an empathy with others
- Generate positive action in the community by identifying and undertaking worthwhile service projects which benefit the local or wider community or the environment.
- Accept responsibility through a personal commitment to an individual, organisation, group or community.

Selecting a Service

Service is simple. It's about choosing to give time to something useful, without getting paid. It can be helping people, the community or society, the environment or animals.

We know that benefits of doing an activity in a team are significant for young people. Therefore, why not encourage young people to identify a local need, plan how to meet it and then do their service together? Team service may also be ideal for young people who cannot find an appropriate individual opportunity, especially if they are under 16.

Activity Groups

There are five different activity groups in the Service Section:

- Helping people
- Community action & Raising awareness
- Coaching, teaching and leadership
- Working with the environment or animals
- Helping a charity or community organisation.

The Process: Overview

There are four stages in the Service Section:

- **Preparation:** Young people plan their volunteering experience and set their objectives. This includes who/ what they will help, what they will do and where they will do it.
- **Training:** Participants undergo any training necessary to allow them to undertake their practical volunteering activities. Training should take up no more than a quarter of the overall time.
- **Activity:** Participants do their practical volunteering activity regularly, averaging at least an hour a week.
- **Assessment:** The young person meets with their Assessor to discuss and record their experiences, how they developed and reached their goals. Their Record Book is completed.



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Service Ideas

Service Section

PARTICIPANTS LOGBOOK

Information

General

When completing each section of your Award, you should develop a programme which is specific and relevant to you. This sheet gives you a list of programme ideas that you could do or you could use it as a starting point to create a Volunteering programme of your own! For each idea, there is a useful document giving you guidance on how to do it, which you can find under the category finder on www.DofE.org/volunteering.

Your Service gives you the chance to make a difference to people's lives and use your skills and experience to help your local community. You can use this opportunity to become involved in a project or with an organisation that you care about. You can use the handy *Programme Planner* in this *Logbook* to work with your Leader to plan your activity.

Ideas

Helping people

- Supporting a local primary school with their reading scheme.
- Being a DJ in their local youth club.
- Being a weekly visitor to an older person.
- Distributing and collecting books in the local hospital library.
- Helping at an after-school club for kids with cerebral palsy.

Community action and raising awareness

- Running a web campaign for their college to raise awareness of the issues around poverty in the world.
- Helping with PR for a Local Exchange Trading System or Scheme.
- Running a campaign in their local faith group reminding people to register as an organ donor.
- Running a crime prevention project in their school with the local police.
- Being an active member of a youth council or forum.

Coaching, teaching and leadership

- Being an Award Leader.
- Being a leader of a scouts group.
- Teaching numeracy to year six pupils.
- Being a football coach.
- Helping to coach their schools table tennis team.

Working with the environment or animals

- Helping with a local conservation project.
- Running a recycling project in their sports club.
- Doing a litter picking project for a local housing estate or park.
- Helping at a local animal shelter.
- Running a campaign to stop people wasting energy.

Helping a charity or community organisation

- Raising money for a cancer charity.
- Working in a charity shop.
- Being a trustee for a local charity.
- Being a Young Firefighter.
- Decorating / doing up their Red Cross Unit's Headquarters.



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Service Choice List

Service Section

PARTICIPANTS LOGBOOK

Information

Helping people

- Helping children
- Helping older people
- Helping people in need
- Helping people with special needs
- Youth work

Community action and raising awareness

- Citizens' initiative
- Drug and Peer Education
- Health Education
- Home accident prevention
- Personal safety
- Road safety
- Volunteer Service Centre
- Youth Parliament

Coaching, teaching and leadership

- Award Leadership
- Group Leader in Youth Work
- Sports Tutor
- Student Tutor (different fields; Schülermentor)

Working with the environment or animals

- Animal Welfare
- Environmental Protection
- Nature Conservation & Protection

Helping a charity or community organisation

- Fair Trade Shop (Weltladen)
- Faith communities
- Federal Agency for Technical Relief (THW)
- Firefighters (Feuerwehr)
- Fund-raising
- German Lifeboat Institution (Deutsche Gesellschaft zur Rettung Schiffbrüchiger)
- Mountain Rescue Service (Bergwacht, ...)
- Order of Malta (Malteser)
- Railway Mission (Bahnhofsmision)
- Red Cross
- Road Safety Association (Straßenwacht)
- Religious education
- Samaritans (Arbeiter-Samariter-Bund)
- Search dog team (Rettungshundestaffel)
- SOS Children's Villages (SOS-Kinderdörfer)
- Soup Kitchen (Tafel)
- St John's Ambulance (Johanniter Unfallhilfe)
- Water Rescue (DLRG, Wasserwacht)
- Welfare Centre (Sozialstation)
- ...



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Service Planer

Service Section

PARTICIPANTS LOGBOOK

Worksheet

Participant

Award Level

Aim and Requirements

Volunteering gives you the chance to make a difference to people's lives and use your skills and experience to help your local community. It gives you the opportunity to become involved in a project or with an organisation that you really care about. From DJing at the local hospital to assisting at an animal shelter, from renovating a heritage site to coaching sports at a youth club – the options are almost limitless. The minimum time requirements are: Bronze – 3 months (15 hours), Silver: 6 months (30 hours), Gold: 12 months (60 hours). For more details visit www.DofE.org/volunteering.

Activity Group

- | | |
|--|--|
| <input type="checkbox"/> Helping people | <input type="checkbox"/> Community action & raising awareness |
| <input type="checkbox"/> Coaching, teaching and leadership | <input type="checkbox"/> Working with the environment or animals |
| <input type="checkbox"/> Helping a charity or community organisation | |

Programme Plan

How will you find out how you can do this locally?

What are you specifically going to do? Please use the back side of this sheet for more details!

How will it help an individual, others and/or your community?

What do you want to achieve? What are your specific goals?

Who is going to help you complete your activity? Who will supervise you? Who will assess you?

What evidence will you collect to show your progress?

Service Activity Details



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Expedition Fundamentals

Expeditions Section

PARTICIPANTS LOGBOOK

Information

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Aim

To inspire young people to develop initiative and a spirit of adventure and discovery, by planning, training for and completing an adventurous journey as part of a team. From cycling in the Lüneburg Heath, walking in the Odenwald or canoeing down the river Danube to sailing in the Mediterranean, horse riding in Chile or walking in the Vosges, the expedition can be as far flung or as close to home as participants want it to be.

Principles

- Participation in shared experiences in the outdoor environment can develop initiative, teamwork, communication, leadership, problem solving and organisational skills.
- Experiencing and overcoming challenges together develops emotional strength and empathy for others.

Benefits

The Expeditions Section provides opportunities to:

- Plan and execute a task – requiring attention to detail and organisational ability.
- Demonstrate enterprise and imagination – by the team organising their own venture.
- Work as a member of a team – all ventures must be a team effort.
- Respond to a challenge – either planned or unforeseen
- Develop self-reliance – by carrying out an unaccompanied journey.
- Develop leadership skills – all members of the team should have opportunities to take a leading role during different aspects of the venture.
- Recognise the needs and strengths of others – all are involved in mutual support to complete the venture.
- Make decisions and accept the consequences – by the team making real decisions affecting their well-being.
- Reflect on personal performance – through reviewing progress during training and at the end of the Qualifying Venture.
- Enjoy and appreciate the countryside – by developing an awareness of the areas visited and issues affecting the environment.

Planned Activity , Types, Modes of Travel

Planned Activity

Depending on the level, every day requires a minimum number of hours of planned activity:

- Journeying;
- Navigation;
- Work related to the aim of the expedition.

Types

- *Expeditions* (all levels) have journeying as their principal component.
- *Explorations* (Silver and Gold levels) involve less journeying and a greater proportion of time spent on first hand investigations or other specified activities related to the aim of the expedition. Every day at least three hours (by foot: 12 km) of journeying has to be done.
- *Other Adventurous Projects* (only young adults at the Gold level) fulfil the expedition principles and requirements, but one or more of the security conditions (like expedition season) might be softened.

Modes of Travel

- By foot;
- By bicycle;
- On horseback;
- By boat (rowing and sailing);
- By canoe or kayak;
- By wheelchair.

The Process: Overview

There are five stages in the Expeditions Section:

- **Preparation.** Participants plan an expedition. This includes team members deciding on its aim, how they will travel and the environment they intend to travel through. Expeditions may be undertaken by foot, bicycle, boat, canoe, kayak, wheelchair or on horseback.
- **Training.** Participants undergo training in expedition skills and their chosen mode of travel.
- **Practice Journeys.** Participants must undertake sufficient practice journeys to enable them to travel safely and complete their qualifying expedition.
- **Qualifying expedition, debrief and presentation.** Once prepared, participants undertake their expedition, which will be observed by their accredited Assessor. On completion they will be debriefed by their Assessor and then prepare and give a presentation of their expedition which covers their aims, their experiences and their outcomes.
- **Assessment.** Their Record Book is completed by their Assessor following the qualifying expedition and also by the person who saw their presentation.



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Overview of Expedition Requirements

Expeditions Section

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		BRONZE	SILVER	GOLD
Types of venture		Expedition	Expedition Exploration	Expedition Exploration Other Adventurous Project
Duration		2 days and 1 night	3 days and 2 nights	4 days and 3 nights
Minimum hours of planned activity each day Time associated with overnight accommodation and catering is additional		6 hours Journeying at least 3 hours	7 hours Journeying at least 4 hours (Exploration: 3 hours)	8 hours Journeying at least 4 hours (Exploration: 3 hours)
Minimum distance	By foot	24 km	48 km (Exploration: 36 km)	80 km (Exploration: 48 km)
	By bicycle	90 km ¹	180 km ¹ (Exploration: 135 km)	300 km ¹ (Exploration: 180 km)
Environment²	By foot By bicycle On horseback	Normal rural countryside	Normal rural countryside or open country	Wild Country
	By canoe or kayak By boat (rowing)	Canals, rivers or other inland waterways and lakes	Canals, rivers or other inland waterways and lakes in rural areas	Rivers or other inland waterways and lakes in rural areas, sheltered coastal waters or estuaries
	By boat (sailing)	Inland waters or sheltered estuaries well within the participants' competencies	Inland waters, estuaries or sheltered coastal waters	Inland waters, estuaries or sheltered coastal waters. Yachts may be used in open sea areas
Minimum number of practices (with overnight camping)		1 ³	2 (Bronze completed: 1) ³	3 (Silver completed: 1) ³
Assessor		Must not have been involved in the training of the group	Should be independent from the Award Unit	Must be independent from the Unit. In Wild Country areas only accredited Assessors must be used
<p>1: Unsurfaced kilometres weigh twice. 2: With the exception of Bronze canoeing and rowing expeditions, the chosen environment must be unfamiliar to the participants. 3: See details concerning the number of overnight stays in the <i>Handbook</i> chapter „Practice Expeditions“.</p>				

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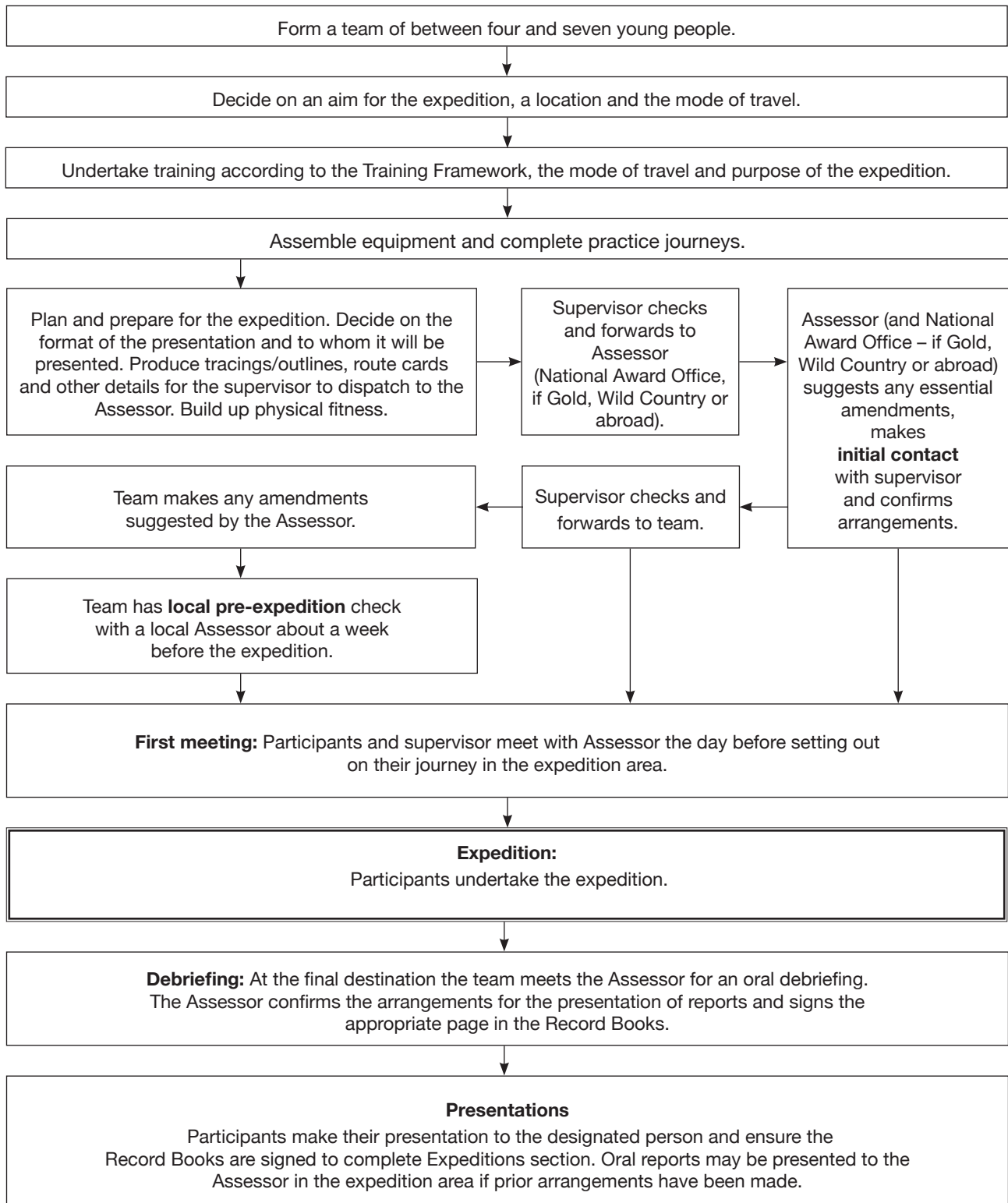
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Outline Expedition Programme for Participants

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Expedition Ideas

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General

When completing each section of your Award, you should develop a programme which is specific and relevant to you. This sheet gives you a list of ideas that you could do or you could use it as a starting point to create an Expedition of your own! Remember, it's always your adventure!

Going on an expedition gives you the chance to have an adventure, work as a team, and act on your own initiative. The expedition can be as far away or as close to home as you want it to be, and there are hundreds of ways you can go about it.

You can use the handy programme planner in this *Logbook* to work with your Leader to plan your activity.

Ideas

By foot

- Exploring team dynamics and skills with a different team leader each day as they explore the Harz Mountains.
- Conducting a study of insects in the Odenwald.
- Planning a route in the Swabian Mountains on the tracks of the poet Eduard Mörike.
- Considering the impact of tourism on the flora, fauna and wildlife of the Black Forest.
- Planning a tour alongside wayside crosses in the Bauland area and taking photographs for next year's printed calendar of the Award unit.

By bicycle

- Investigating features of the Moselle River using its cycle path.
- Trailing Gunther's, Hagen's and Siegfried's hunting trips into the Odenwald according to the Nibelungenlied.
- Undertaking a physically demanding mountain bike expedition in the Allgäu Alps.
- Using the cycle system in the Netherlands to undertake a research project on the provision and quality of cycle paths compared to those in Germany.
- Taking photographs of different landscapes of the Danube Valley for a photo book.

By boat

- Exploring the Mecklenburg Lake District using sailing dinghies.
- Planning a cross channel journey in a yacht.
- On their expedition, using simple mapping techniques to produce their own map of a local estuary and comparing it with a professional map when they return.

- While rowing on the Main River taking photographs of different church towers in the vicinity and publish them on a web site.
- Use a sailing tour on the Lake Constance for recording changes of clouds, weather and winds.

By canoe or kayak

- Recording the wildlife found during a canoe expedition on the Tree ne River.
- Taking a series of photos to come up with a presentation "A Canoeist's View of Berlin".
- Check in their river map with their observations in the Lake District of Schleswig-Holstein.
- Carrying out a wilderness trip in Canada utilising the canoe trails used by the original settlers.
- Choosing several points along a river and measuring speed of flow, width, and depth of the water. Comparing the differences along their route, trying to explain why this may be.

By wheelchair

- Following a disused railway track noting the current use of previous railway buildings.
- Exploring the High-Rhine floodplain forest and producing an illustrated guide.
- Planning and recording of a "Volcano Tour" in the Vogelsberg Mountains.
- Preparing a "Kaiserstuhl Hiking Guide".
- Planning and undertaking a challenging route in the Black Forest, making a short video diary of their experiences.

On horseback

- Planning an expedition on horseback in the countryside including identifying suitable farm camp sites and bridle-ways.
- Planning an expedition with sea views in Mecklenburg-Vorpommern, taking photos along the way so that they can paint a picture of their favourite scene when they return.
- Exploring bridle-paths and availability of drinkable water in the Hunsrück Mountains.
- Going on an expedition through wooded areas, noting the different types and ages of trees they observe along the way.
- Going on a horse-riding expedition and writing a poem on their return to describe their experiences.



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Bronze Expedition Training Framework

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Common Training Syllabus for all Bronze Ventures

First Aid and Emergency Procedures

Training based on the syllabus of the "Bundesarbeitsgemeinschaft Erste Hilfe" (Arbeiter-Samariter-Bund, Deutsche-Lebensrettungs-Gesellschaft, Johanniter-Unfall-Hilfe, Malteser Hilfsdienst).

- Action in an emergency - resuscitation, airway, breathing and circulation;
- The treatment of wounds and bleeding;
- Treatment for shock;
- The treatment of blisters, cuts, abrasions, minor burns and scalds, headaches, insect bites, sunburn, splinters;
- The recognition of more serious conditions such as sprains, dislocations and broken limbs;
- Knowing what to do in the case of an accident or emergency;
- Summoning help - what people need to know, phoning for help, written message;
- Getting help, self-help and waiting for help to arrive, keeping safe and warm, helping people to find you.

An Awareness of Risk and Health and Safety Issues

- Expedition fitness;
- Telling people where you are going;
- Identifying and avoiding hazards;
- Keeping together;
- Weather forecasts - knowing how, where and when to obtain weather forecasts, relating weather forecasts to observed conditions, looking for signs which will indicate changes in the weather.

Navigation and Route Planning

In normal rural country, all route finding should be based on the map alone. Using a compass in rural country devoted to agriculture, with its hedges, meadows and fields under crop, is inappropriate and unnecessary. It causes ill-feeling with the farmers, hinders young people in developing a sense of direction and impedes their map reading skills. 1:25 000 scale maps should be used as they make instruction and learning easier. They show the field boundaries, making it easier to locate precisely the footpaths, tracks and lanes used for travel in this type of country, so helping to reduce friction with landowners. Participants should also be familiar with 1:50 000 scale maps. Bronze groups who undertake expeditions in large areas of woodland or forested areas may wish to use the full compass syllabus of the Gold level of the Award.

Preparatory Map Skills

- The nature of maps;
- The use of 1:25 000 and 1:50 000 topographic map;
- Map direction;
- Scale and distance, measuring distance, distance and time;
- Conventional signs;
- Marginal information;
- Grid references;
- A simple introduction to contours and gradient;
- The ability to give a verbal description of a route linking two places from the map.

Practical Map Skills

- Setting the map by inspection (two methods);
- Locating position from the map;
- Determining geographical direction and direction of travel from the map;
- Checking the direction of paths using the set map;
- Identifying features in the countryside by using the map;
- Locating features marked on the map in the countryside;
- Planning a route, preparing a simple route card;
- Following a planned route.

Compass Skills

The introduction of the compass at Bronze level should only be at a basic level. It should not be introduced until the participants have mastered the techniques of finding their way using the map alone.

- The care of the compass;
- Direction from the compass in terms of the cardinal and the four inter cardinal points;
- Setting the map by the compass where magnetic variation may be ignored.

Camp Craft Equipment and Hygiene

- Choosing suitable clothing, footwear and emergency equipment and knowing how to use it;
- Choosing and caring for camping gear;
- Packing a rucksack, waterproofing the contents, always keeping the weight down to a minimum, and to about a quarter of the body weight when walking;
- Choosing a campsite, arrangements for water, cooking and sanitation, refuse disposal, fire precautions;
- Pitching and striking tents.

Food and Cooking

- Cooking and the use of stoves, safety procedures and precautions which must be observed when using stoves and handling fuels;
- Cooking simple meals under camp conditions.

Legal Provisions

- Nature Protection;
- Rules for different kinds of protected areas;
- The avoidance of noise and disturbance to rural communities;
- A thorough knowledge of the content of the 'Highway Code' with special emphasis on specific modes of travel such as horse riding or cycling if they are to be utilised during the venture;
- If undertaking a water venture, a thorough knowledge of the 'Water Sports Code'.

Observation, Recording and Presentations

- Developing observation skills and different methods of recording information;
- Skills relevant to the method of presentation;
- Choosing a purpose;
- Researching relevant information.

Team Building

Team building should permeate all Expedition training and can be enhanced through team building exercises and regular reviews so that when the group sets out on the qualifying venture, participants are able to work together as an effective and cohesive unit.

Additional Training for Cycling and Horse Riding

Cycling

Training to the standard of the National Cycling Proficiency Scheme*) and the Right Track Awareness Programme*) as appropriate*)

- Maintenance and repair of the cycle;
- Loading a cycle with equipment;
- Handling a loaded cycle;
- The skills associated with off-road cycling as appropriate.

Horse Riding

The horse riding expedition training syllabus is set out in the horse riding expeditions – additional training syllabus

(www.DofE.org/expedition).

Additional Training for Water Ventures

Training should be directed towards the completion of a journey on water and not restricted to the skills of handling the craft. It must be concerned with any potential hazards associated with the water on which the venture will take place, as well as infections or health concerns related to any possible water pollution.

Participants must be able to swim a distance of at least 25 metres in light clothing without any buoyancy aid and be competent and confident in the relevant capsizing and recovery drill and man overboard drill.

All participants must

- Wear appropriate buoyancy aids or life jackets. Exceptions may be made, with the approval of the Operating Authority, for rowing ventures on canals and rivers, and for sculling craft where traditionally, by custom and practice, life jackets are not usually worn, except on the instruction of the cox;
- Wear suitable clothing and footwear;
- Be able to recognise and treat hypothermia;
- Understand the 'Water Sports Code';

All craft must have adequate buoyancy and be sound, suitable and fitted out for the conditions in which they are to be used. A suitable repair kit must be carried and participants should be trained in its use.

Canoeing

All participants must be adequately trained to:

- Satisfy the Assessor as to their competence;
- Demonstrate that their equipment is waterproofed;
- Satisfy the Assessor that their kayak or canoe, equipment and clothing are suitable for the venture;
- Training must be aligned to the Requirements for Paddle Ventures (at least according to the "Green Paddle" of the *European Paddle Pass*).

Rowing

All participants must undergo training based on the syllabus for 'Boat work' in the Expedition Guide.

Sailing (Sailing dinghies or keel boats)

All participants must attain proficiency to the standard of the RYA National Sailing Seamanship Skills certificate.

*) Please use UK standard as a reference



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Silver Expedition Training Framework

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Common Training Syllabus for all Silver Ventures

First Aid and Emergency Procedures

Training based on the syllabus of the "Bundesarbeitsgemeinschaft Erste Hilfe" (Arbeiter-Samariter-Bund, Deutsche-Lebensrettungs-Gesellschaft, Johanniter-Unfall-Hilfe, Malteser Hilfsdienst).

- Action in an emergency – resuscitation, airway, breathing and circulation;
- Treatment of hypothermia;
- The treatment of wounds and bleeding;
- Treatment for shock;
- The treatment of blisters, cuts, abrasions, minor burns and scalds, headaches, insect bites, sunburn, splinters;
- The recognition of more serious conditions such as sprains, dislocations and broken limbs;
- Knowing what to do in the case of an accident or emergency;
- Summoning help - what people need to know, telephoning for help, written message;
- Getting help, self-help and waiting for help to arrive, keeping safe and warm, helping people to find you.

An Awareness of Risk and Health and Safety Issues

- Expedition fitness;
- Telling people where you are going;
- Identifying and avoiding hazards;
- Keeping together;
- Weather forecasts - knowing how, where and when to obtain weather forecasts, relating weather forecasts to observed conditions, looking for signs which will indicate changes in the weather.

Navigation and Route Planning

In normal rural country, all route finding should be based on the map alone. Using a compass in rural country devoted to agriculture, with its hedges, meadows and fields under crop, is inappropriate and unnecessary. It causes ill-feeling with the farmers, hinders young people in developing a sense of direction and impedes their map reading skills. 1:25 000 scale maps should be used as they make instruction and learning easier. They show the field boundaries, making it easier to locate precisely the footpaths, tracks and lanes used for travel in this type of country, so helping to reduce friction with landowners. Participants should also be familiar with 1:50 000 scale maps. Silver groups who undertake expeditions in large areas of woodland or forested areas may wish to use the full compass syllabus of the Gold level of the Award.

Preparatory Map Skills

- The nature of maps;
- The use of 1:25 000 and 1:50 000 topographic map;
- Map direction;
- Scale and distance, measuring distance, distance and time;
- Conventional signs;
- Marginal information;
- Grid references;
- A simple introduction to contours and gradient.
- The ability to give a verbal description of a route linking two places from the map.

Practical Map Skills

- Setting the map;
- Locating position from the map;
- Determining geographical direction and direction of travel from the map;
- Checking the direction of paths using the set map;
- Identifying features in the countryside by using the map.
- Locating features marked on the map in the countryside;
- Relating the map to the ground and estimating speed of travel and arrival times;
- Planning a route, preparing a simple route card;
- Following a planned route.

Compass Skills

Participants should be confident with a range of compass skills:

- The care of the compass;
- Direction from the compass in terms of the cardinal and the four intercardinal points;
- Measuring direction in degrees.
- Setting the map by the compass where magnetic variation may be ignored;
- Determining the direction of footpaths or direction of travel;
- Travelling on a bearing. Obtaining a grid bearing from the map, allowing for magnetic variation where appropriate;
- The influence of ferrous objects and electromagnetic fields;
- Magnetic variation and the relationship between True, Magnetic and Grid Norths;

Camp Craft Equipment and Hygiene

- Choosing suitable clothing, footwear and emergency equipment and knowing how to use it.
- Choosing and caring for camping gear.
- Packing a rucksack, waterproofing the contents, always keeping the weight down to a minimum, and about a quarter of the body weight when walking.
- Choosing a camp site, arrangements for water, cooking and sanitation, refuse disposal, fire precautions.
- Pitching and striking tents.

Food and Cooking

- Cooking and the use of stoves.
- Safety procedures and precautions which must be observed when using stoves and handling fuels.
- Cooking substantial meals under camp conditions.

Legal Provisions

- Nature Protection
- Rules for different kinds of protected areas
- The avoidance of noise and disturbance to rural communities
- A thorough knowledge of the content of the 'Highway Code' with special emphasis on specific modes of travel such as horse riding or cycling if they are to be utilised during the venture
- If undertaking a water venture, a thorough knowledge of the 'Water Sports Code'.

Observation, Recording and Presentations

- Developing observation skills and different methods of recording information.
- Skills relevant to the method of presentation.
- Choosing an aim.
- Researching relevant information.

Team Building

The Expedition section involves participants working together as a team in order to complete the expedition. Team-building should permeate all expedition training and can be enhanced through team building exercises and regular reviews so that when the team sets out on the qualifying expedition, participants are able to work together as an effective and cohesive unit.

Additional Training for Cycling and Horse Riding

Cycling

Training to the standard of the National Cycling Proficiency Scheme*) and the Right Track Awareness Programme*) as appropriate:

- Maintenance and repair of the cycle.
- Loading a cycle with equipment.
- Handling a loaded cycle.
- The skills associated with off-road cycling as appropriate.

Horse Riding

The horse riding expedition training syllabus is set out in the horse riding expeditions – additional training syllabus (www.DofE.org/expedition).

Additional Training for Water Ventures

Training should be directed towards the completion of a journey on water and not restricted to the skills of handling the craft. It must be concerned with any potential hazards associated with the water on which the expedition will take place, as well as infections or health concerns related to any possible water pollution. Participants must be able to swim a distance of at least 25 metres in light clothing without any buoyancy aid and be competent and confident in the relevant capsizing and recovery drill and man overboard drill.

All participants must:

- Wear appropriate buoyancy aids or life jackets. Exceptions may be made, with the approval of the Operating Authority, for rowing expeditions on canals and rivers, and for sculling craft where traditionally, by custom and practice, life jackets are not usually worn, except on the instruction of the Cox.
- Wear suitable clothing and footwear.
- Be able to recognise and treat hypothermia.
- Understand the Water Sports Code.

All craft must have adequate buoyancy and be sound, suitable and fitted out for the conditions in which they are to be used. A suitable repair kit must be carried and participants should be trained in its use.

Canoeing

All participants must be adequately trained to:

- Satisfy the Assessor as to their competence
- Demonstrate that their equipment is waterproofed
- Satisfy the Assessor that their kayak or canoe, equipment and clothing are suitable for the venture
- Training must be aligned to the *Requirements for Paddle Ventures* (www.DofE.org/expedition) – at least according to the „Green Paddle“ of the European Paddle Pass“.

Rowing

All participants must undergo training based on the syllabus for 'Boat work' in the *Expedition Guide*.

Sailing

- **Sailing dinghies or keel boats.** For Silver level, all participants must attain proficiency to the standard of the RYA National Sailing Scheme Seamanship and Day Sailing*).
- **Yachts.** All participants must attain the RYA Day Skipper Shore Based and Practical Certificates*) or have an equivalent level of competence.

*) Please use UK standard as a reference



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Gold Expedition Training Framework

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Common Training Syllabus for all Gold Ventures

First Aid and Emergency Procedures

Training based on the syllabus of the "Bundesarbeitsgemeinschaft Erste Hilfe" (Arbeiter-Samariter-Bund, Deutsche-Lebensrettungs-Gesellschaft, Johanniter-Unfall-Hilfe, Malteser Hilfsdienst):

- Action in an emergency - resuscitation, airway, breathing and circulation;
- The treatment of wounds and bleeding;
- Treatment for shock;
- The recognition and the immediate treatment of more serious conditions, sprains, dislocations and broken limbs;
- The emergency transport of casualties;
- The recognition, treatment and prevention of hypothermia;
- The treatment of blisters, cuts, abrasions, minor burns and scalds, headaches, insect bites, sunburn and splinters;
- Knowing what to do in the case of an accident or emergency;
- Summoning help - what people need to know, telephoning for help, the written message;
- Getting help, self-help and waiting for help to arrive keeping safe and warm, helping people to find you.

An Awareness of Risk and Health and Safety Issues

- Expedition fitness;
- Telling people where you are going;
- Undertaking a risk assessment;
- Keeping together;
- Weather forecasts - knowing how, where and when to obtain weather forecasts, relating weather forecasts to observed conditions, looking for signs which will indicate changes in the weather.

Navigation and Route Planning

In normal rural country, all route finding should be based on the map alone. Using a compass in rural country devoted to agriculture, with its hedges, meadows and fields under crop, is inappropriate and unnecessary. It causes ill-feeling with the farmers, hinders young people in developing a sense of direction and impedes their map reading skills. 1:25 000 scale maps should be used as they make instruction and learning easier. They show the field boundaries, making it easier to locate precisely the footpaths, tracks and lanes used for travel in this type of country, so helping to reduce friction with landowners. Participants must also be familiar with 1:50 000 scale

maps and/or any foreign maps of the area in which the expedition is to take place.

Preparatory Map Skills

- The nature of maps;
- Map direction;
- Scale and distance, measuring distance, distance and time;
- Conventional signs;
- Marginal information;
- Grid references;
- Understanding contours, recognition of major land forms such as hills, valleys, ridges, spurs. Interpretation of contours into mountain land forms and relief, slope and gradients and the determination of height;
- The ability to give a verbal description of a route linking two places from the map.

Practical Map Skills

- Setting the map;
- Relating the map to the ground;
- Locating position using the map;
- Determining geographical direction, and direction of travel from the map;
- Checking the direction of paths using the set map;
- Identifying and locating features in the country by using the map;
- Locating features marked on the map in the countryside;
- Relating the map and contours to the ground. Estimating journey times in wild country;
- Planning a route, preparing a route card. Estimating speed of travel and arrival times (ETA – estimated time of arrival);
- Following a planned route;
- Navigation in restricted visibility. Action to be taken in the event of being lost.

Compass Skills

Participants should be confident with a range of compass skills:

- The care of the compass;
- The influence of ferrous objects and electromagnetic fields;
- Magnetic variation and the relationship between True, Magnetic and Grid North;
- Direction from the compass in terms of the cardinal and inter-cardinal points. Measuring direction in degrees;
- Setting the map by the compass;
- Determining the direction of footpaths / travel;

- Travelling on a bearing. Obtaining a grid bearing from the map, allowing for magnetic variation where appropriate.

Practically all the understanding and techniques listed above are equally important for expeditions on land or on water, but instruction should be modified as necessary for water expeditions and charts substituted.

Camp Craft Equipment and Hygiene

- Choosing suitable clothing, footwear and emergency equipment and knowing how to use it;
- Choosing and caring for camping gear;
- Packing a rucksack, waterproofing the contents, always keeping the weight down to a minimum, and about a quarter of the body weight when walking;
- Choosing a camp site, arrangements for water, cooking and sanitation, refuse disposal, fire precautions;
- Pitching and striking tents.

Food and Cooking

- Cooking and the use of stoves;
- Safety procedures and precautions which must be observed when using stoves and handling fuels;
- Cooking substantial meals under camp conditions.

Legal Provisions

- Nature Protection;
- Rules for different kinds of protected areas ;
- The avoidance of noise and disturbance to rural communities;
- A thorough knowledge of the content of the 'Highway Code' with special emphasis on specific modes of travel such as horse riding or cycling if they are to be utilised during the venture;
- If undertaking a water venture, a thorough knowledge of the 'Water Sports Code'.

Observation, Recording and Presentations

- Choosing an Aim.
- Researching relevant information and useful contacts;
- Developing observation skills and different methods of recording information;
- Skills relevant to the method of presentation.

Team Building

The Expedition section involves participants working together as a team in order to complete the expedition. Team-building should permeate all expedition training and can be enhanced through team building exercises and regular reviews so that when the team sets out on the qualifying expedition, participants are able to work together as an effective and cohesive unit.

Additional Training for Cycling and Horse Riding

Cycling

Training to the standard of the National Cycling Proficiency Scheme*) and training programmes appropriate to the environment in which the participant is cycling

- Maintenance and repair of the cycle;
- Loading a cycle with equipment;
- Handling a loaded cycle.

- The skills associated with off-road cycling as appropriate.

Horse Riding

The horse riding expedition training syllabus is set out in the horse riding expeditions – additional training syllabus (www.DofE.org/expedition).

Additional Training for Water Ventures

Training should be directed towards the completion of a journey on water and not restricted to the skills of handling the craft. It must be concerned with any potential hazards associated with the water on which the expedition will take place, as well as infections or health concerns related to any possible water pollution. Participants must be able to swim a distance of at least 25 metres in light clothing without any buoyancy aid and be competent and confident in the relevant capsizing and recovery drill and man overboard drill.

All participants must:

- Wear appropriate buoyancy aids or life jackets. Exceptions may be made, with the approval of the Operating Authority, for rowing expeditions on canals and rivers, and for sculling craft where traditionally, by custom and practice, life jackets are not usually worn, except on the instruction of the cox.
- Wear suitable clothing and footwear.
- Be able to recognise and treat hypothermia.
- Understand the 'Water Sports Code'.

All craft must have adequate buoyancy and be sound, suitable and fitted out for the conditions in which they are to be used. A suitable repair kit must be carried and participants should be trained in its use.

Canoeing

All participants must be adequately trained to:

- Satisfy the Assessor as to their competence
- Demonstrate that their equipment is waterproofed
- Satisfy the Assessor that their kayak or canoe, equipment and clothing are suitable for the venture
- Training must be aligned to the *Requirements for Paddle Ventures* (www.DofE.org/expedition) – at least according to the "Green Paddle" of the *European Paddle Pass*.

Rowing

All participants must undergo training based on the syllabus for 'Boat work' in the *Expedition Guide*.

Sailing

- **Sailing dinghies or keel boats.** At Gold level, all participants must attain proficiency to the standard of the RYA National Sailing Scheme – Seamanship and Day Sailing as a base level minimum*).
- **Yachts.** All participants must attain the RYA Day Skipper Shore Based*) and Practical Certificates or have an equivalent level of competence. For offshore expeditions it is mandatory to hold the appropriate award. For expeditions in vessels making overnight passages in open sea areas, at least one crew member must hold the RYA/DTP Coastal Skipper Certificate of Competence.

*) Please use UK standard as a reference



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Overview: 20 Conditions for a Successful Expedition

Expeditions Section

PARTICIPANTS LOGBOOK

Information

In order to be successful, expeditions must fulfil*) the following 20 conditions:

1. Expeditions must be by the participant's own physical effort, without any motorised or outside assistance. **).
2. All expeditions should be unaccompanied and must be self-reliant. Supervision has to be as close as needed.
3. All expeditions must be supervised by a trained and experienced adult who is able to accept responsibility for the safety of the team as its Supervisor and who is advised by the team's Assessor (four-eyes principle).
4. The expedition must have an aim, which determines the research work on tour and will be covered in the presentation.
5. All participants must be physically fit and properly equipped.
6. All participants must have completed the required training and practice expeditions. With the exception of canoeing and rowing on the Bronze level, expedition routes must be in a reasonable distance from routes used during practice expeditions.
7. At each level participants must have completed one Final Practice Expedition, which is unaccompanied (supervised) and is in the same mode of travel and in a similar environment to the qualifying expedition. It should take place in Germany.
8. The team must plan and organise their expedition. Within 'Expedition Events' all groups have to use different routes and campsites and must not meet on tour.
9. The group must be assessed by a trained and approved Award Assessor (cf. no 3).
10. There must be between four and seven people in

the team (eight people may be in a team for modes of travel which are tandem). **)

11. All participants (including young people not under assessment) must be within the qualifying age of the Award programme level.
12. All participants must be at the same level of assessment and contribute in equal measure to the expedition's success. **)
13. The team must not include anyone who has completed the same or a higher level Award expedition. **).
14. Overnight accommodation should be camping.
15. The expedition must be of the minimum number of days required for the Award level.
16. The expedition should normally take place between the end of March and the end of October.
17. The expedition should be in the recommended environment for the Award level and must pose an appropriate challenge. The environment must fit to the expedition's aim.
18. The expedition must meet the the minimum hours of planned daily activity for the Award level.
19. A substantial meal should be cooked and eaten each day.
20. A presentation must be created and delivered after the expedition.

*) Variations are allowed just in the case of an 'Other Adventurous Project'. Formal applications have to be submitted to the German Award headquarters.

**) Variations will only be considered in highly exceptional circumstances.



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Expedition Planner

Expeditions Section

PARTICIPANTS LOGBOOK

Worksheet

Participant

Award Level

Aim and Requirements

Going on an expedition gives you the chance to have an adventure, work as a team, and act on your own initiative. From cycling in the Lüneburg Heath, walking in the Odenwald or canoeing down the River Danube to sailing in the Mediterranean, horse riding in Chile or walking in the Vosges, the expedition can be as far flung or as close to home as participants want it to be.

The time scales for qualifying expeditions are:

- **Bronze:** 2 days and 1 night. At least 6 hours of planned activity each day during the daytime, at least 3 of which (by foot: 12 km) must be spent journeying.
- **Silver:** 3 days and 2 nights. At least 7 hours of planned activity each day during the daytime, at least 4 of which (by foot: 16 km) must be spent journeying (Exploration: journeying effort at least like Bronze).
- **Gold:** 4 days and 3 nights. At least 8 hours of planned activity each day during the daytime, at least 5 of which (by foot: 20 km) must be spent journeying (Exploration: journeying effort at least like Bronze).

For more details visit www.DofE.org/expedition.

Mode of Travel

- | | | |
|--|--|--|
| <input type="checkbox"/> By Foot | <input type="checkbox"/> By Bicycle | <input type="checkbox"/> On Horseback |
| <input type="checkbox"/> By Boat (Rowing or Sailing) | <input type="checkbox"/> By Canoe or Kayak | <input type="checkbox"/> By Wheelchair |

Programme Plan

How will you research what you can do for your expedition?

How will you research what you can do for your expedition? Please use the back side for more details!

How will this challenge you?

What do you want to achieve? What are your specific goals?

Who is going to help you complete your activity? E.g.: Who is going to help you prepare for the expedition? Who is going to supervise you? Who is going to assess you?

What evidence will you collect to show your progress? E.g.: How will you give your presentation?

Expedition Details



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Skills Fundamentals

Skills Section

PARTICIPANTS LOGBOOK

Information

Aim

To inspire young people to develop practical and social skills and personal interests. From pod casting to playing a musical instrument, fine art to web site design, cookery to learning to drive, the sky's the limit!

Principles

- By choosing to develop a particular skill young people realise their unique potential and gain greater self-esteem.
- Everyone has the ability to learn. Young people should have the opportunity to develop skills.
- All young people have unique potential and should value themselves. Developing a skill will help them realise this.

Benefits

Although the specific benefits to young people depend on the choice made, the Skills section should provide opportunities to:

- Develop practical and social skills by working alongside enthusiastic individuals who share their skills and knowledge;
- Meet new people;
- Organise and manage time;
- Discover how to research information through communication with the instructor or mentor, using the Internet, libraries and other resources, making appropriate contacts in the community and identifying other sources of help and guidance;
- Set and respond to a challenge by developing an existing interest or trying something new;
- Work with others to build relationships, gain benefit from their knowledge, appreciate their mutual interest;
- Enjoy sharing an activity with adults and peers;
- Discover new talents.

Selecting a Skill

Participants must choose an activity and with the help of their leader set an appropriate challenge. They can choose to improve an existing skill or develop a new one. The key is to show progression and sustained interest over time.

Ultimately, participants must be able to prove that they have broadened their understanding and increased their expertise of their chosen skill. Activities can be undertaken on either an individual or group basis.

Most Award Units are only able to offer a small selection of activities that count as a skill. If a young person wishes to try something else they can organise it themselves and check the details with their Award Leader for his approval. This must be done before they start.

Activity Groups

There are nine different activity groups in the Skills Section:

- Life skills
- Performance arts
- Science and technology
- Creative arts
- Media and communication
- Music
- Natural world
- Learning and collecting
- Games and (recreative) sports.

The Process: Overview

There are four stages in the Skills section:

- **Preparation.** Young people choose to improve an existing skill or develop a new one. They research their choice, plan what to do and set their objectives.
- **Training.** Participants undergo any training necessary to allow them to undertake their skill activity. The skill chosen could be a course, in which case training would be the full activity.
- **Activity.** Participants undertake their skills activity – learning by doing regularly, averaging at least an hour a week, for the required time.
- **Assessment.** The young person meets with their Assessor to discuss and record their experiences, what they learnt and how they met their goals. Their *Record Book* is completed.



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Skills Ideas

Skills Section

PARTICIPANTS LOGBOOK

Information

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General

When completing each section of your Award, you should develop a programme which is specific and relevant to you. This sheet gives you a list of programme ideas that you could do or you could use it as a starting point to create a Skills programme of your own. For each idea, there is a useful document giving you guidance on how to do it, which you can find under the category finder on www.DofE.org/skills.

Developing a skill helps you get better at something you are really interested in and gives you the confidence and ability to use this skill both now and later in life. You can use the handy programme planner in this *Logbook* to work with your Leader to plan your activity.

Ideas

Creative arts

- Learning how to knit and making a piece of clothing.
- Taking a jewellery making course at their college.
- Learning how to cook food from different countries at their local youth group.
- Doing art classes at their local VHS centre and taking part in an exhibition.
- Going to pottery classes at a local pottery café and creating a set of mugs.

Performance arts

- Joining the drama group at their school.
- Singing in a school musical.
- Learning how to juggle.
- Teaching themselves how to do magic tricks and performing at a children's party.
- Preparing and performing a show with a local Carnival club.

Science and technology

- Joining the experimental science group at their school.
- Joining a local astronomy club.
- Teaching themselves a new computer software package.
- Learning about electronics and constructing a radio.
- Building microscope slides of plant and animal cells.

Music

- Learning to DJ and playing at friend's parties.
- Taking piano lessons and gaining a higher grade.
- Studying classical music and attending concerts.

- Joining a school choir.
- Playing the drums in a band with their mates and holding a gig for family and friends.

Life skills

- Learning about interview and CV-writing techniques with a local business.
- Undertaking a first aid course with their local Red Cross Group.
- Learning to type and get a certificate.
- Learning how to drive and being able to demonstrate basic car maintenance.
- Being an active member of a Young Enterprise group at their college.

Learning and collecting

- Learning about different cloud formations and giving a presentation to their youth group.
- Learning about different birds and going on bird watching trips with friends.
- Collecting stamps from a range of areas and cataloguing them.
- Studying geology and collecting different rock types.
- Compiling a book on the fashions of the last decade.

Media and communication

- Learning about today's digital lifestyle, creating a video clip and posting it online.
- Taking a writing course and publishing an article in the youth section of a local newspaper.
- Learning German Sign Language.
- Joining their university debating club.
- Producing and distributing a newsletter for their youth group.

Natural world

- Helping a local beekeeper at the weekends and tasting the honey created.
- Taking their dog to the obedience classes.
- Feeding animals at their local farm and learning key handling skills.
- Maintaining a pond in their garden and studying pond life.
- Learning about conservation and environmental work through after-school classes.

Games and (recreative) sports*

- Joining a local snooker club and playing in the league.
- Joining the school's chess club.

- Being taught how to fish on a local river by a family friend.
- Learning how to go-kart at a local track.

- Studying and constructing a kite and flying it at a youth festival.
- *) Physical groups and activities are excluded.



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Skills Choice List

Skills Section

PARTICIPANTS LOGBOOK

Information

Life skills

- Casualty simulation
- Committee skills
- Cyclist training
- Democracy in action
- Digital Lifestyle
- Driving - car maintenance
- Driving - car road skills
- Driving - motorcycle maintenance
- Driving - motorcycle road skills
- Event planning
- First Aid
- Health and Style
- Household (power saving included)
- Learning about Balanced Diet
- Learning about Civil Aid
- Learning about Lifesaving
- Learning about the Ambulance service
- Learning about the Coastguard
- Learning about Consumer Information/Protection
- Learning about the Emergency services
- Learning about the Fire service
- Learning about the Police service
- Learning about Lifeboats
- Library and information skills
- Model United Nations
- Money management
- Power saving
- Navigation
- Public speaking and debating
- Saving, private insurance and provision
- Skills for Employment
- Typewriting
- Young enterprise

Performance arts

- Ballet appreciation
- Cabaret
- Carnival: show, speech, ... (NOT dance!)
- Ceremonial drill
- Cinema appreciation
- Circus skills and Clowns
- Comedy
- Conjuring and magic
- Dance appreciation

- Drama & Theatre skills
- Majorettes and 'Gardetanz'
- Pantomime
- Puppetry
- Theatre appreciation

Science and technology

- Biology
- Chemistry
- Electronics
- Information technology
- Physics
- Young engineers

Creative arts

- Basket making
- Batik
- Boat work
- Bookbinding
- Braiding
- Brass rubbing
- Broom making
- Cake decoration
- Camping gear making
- Candle making
- Canoe building
- Canvas work
- Carnival/Festival float construction
- Carpeting
- Car restoration
- Carving
- Ceramics
- Clay modelling
- Cookery
- Corn dollies and straw work
- Creative embroidery
- Crocheting
- Cross-stitch
- DIY
- Dough craft
- Drawing
- Dressmaking
- Egg decorating
- Enamelling
- Engraving
- Etching

- Fabric printing
- Felting
- Floral decoration
- French polishing
- Fretsaw
- Furniture restoration
- Glass painting
- Glass work
- Interior design
- Jewellery
- Knitting
- Lace making
- Leather work
- Lettering and calligraphy
- Marquetry
- Metal work
- Model construction
- Mosaic
- Origami
- Painting & Design
- Paper craft
- Patchwork
- Pewter working
- Photography
- Pottery
- Quilting
- Rope work
- Rug making
- Salt dough modelling
- Sculpture
- Sewing
- Silk painting
- Soft furnishing
- Soft toy making
- Stonemasonry
- Straw dolls
- Tailoring
- Tatting
- Taxidermy
- Textiles
- Tin figurines
- Turnery
- Weaving and spinning
- Wine making
- Wood engraving
- Woodwork

Media and communication

- Amateur radio
- Communicating with people who have a hearing impairment
- Communicating with people who are visually impaired
- Film and video making
- Journalism
- Languages
- Newsletter and magazine production
- Rhetoric

- Signalling
- Survey
- Writing

Music

- Composing
- Conducting
- Disc jockey
- Jazz - playing a musical instrument
- Music appreciation
- Music - playing an instrument
- Singing
- Church bell ringing

Natural world (Working with animals and plants)

- Agriculture (Keeping livestock)
- Aquarium keeping
- Beekeeping
- Budgerigars and canaries
- Cacti growing
- Conservation
- Dog training and handling
- Horses - handling and care
- Groundsman ship
- Forestry
- Gardening
- Insects
- Keeping of pets
- Orchid growing
- Pigeon breeding and racing
- Plant growing
- Reptiles
- Sheep

Learning and collecting

- Aeronautics
- Aircraft recognition
- Archaeology
- Architecture
- Astronautics
- Astronomy
- Bird watching
- Coastal navigation
- Collections, studies and surveys
- Costume study
- Criminology
- Ecology
- Fashion
- Forces insignia
- Gemstones
- Geology
- Genealogy
- Heraldry
- History
- History of art
- Local history
- Mapping
- Military history

- Philosophy
- Reading
- Religious studies
- Ship recognition
- Signs and symbols (defined topic)
- Stamp collecting
- Weather / meteorology

Games and (recreative) sports*)

- Board Games
- Card Games
- Chess, Queen and other
- Clay target shooting
- Cycle maintenance
- Darts
- Fantasy games
- Fishing/fly-fishing
- Flying

- Gliding
- Historical period re-enacting
- Karting
- Kite contraction and flying
- Marksmanship
- Model construction and racing
- Motor sports
- Parlour Games
- Power boating
- Snooker, pool and billiards
- Sports appreciation
- Sports officiating
- Table games
- War games

*) Activity must not be listed in the Physical section's list.



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Skills Planner

Skills Section

PARTICIPANTS LOGBOOK

Worksheet

Participant

Award Level

Aim and Requirements

Developing a skill helps you get better at something you are really interested in and gives you the confidence and ability to use this skill both now and later in life. From pod casting to playing a musical instrument, fine art to web site design, cookery to learning to drive, the sky's the limit! The minimum time requirements are: Bronze: 6 months, Silver: 12 months (Bronze completed: 6 months), Gold: 18 months (Silver completed: 12 months). For more details visit www.DofE.org/skills.

Activity Group

- | | |
|--|--|
| <input type="checkbox"/> Life skills | <input type="checkbox"/> Performance arts |
| <input type="checkbox"/> Science and technology | <input type="checkbox"/> Creative arts |
| <input type="checkbox"/> Media and communication | <input type="checkbox"/> Music |
| <input type="checkbox"/> Natural world | <input type="checkbox"/> Learning and collecting |
| <input type="checkbox"/> Games and (recreative) sports | |

Programme Plan

How will you find out how you can do this locally?

What are you specifically going to learn and do? Please use the back side of this sheet for more details!

What practical and/or social skills will you learn that are of personal interest to you?

What do you want to achieve? What are your specific goals?

Who is going to help you complete your activity? E.g.: Will you ask someone to teach/show you or will you learn on your own? Who will assess you?

What evidence will you collect to show your progress?

Skills Activity Details



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Physical Fundamentals

Physical Section

PARTICIPANTS LOGBOOK

Information

Aims

To inspire young people to achieve greater physical fitness and a healthy lifestyle through participation and improvement in physical activity. From hockey to dance, rock climbing to swimming, wheelchair basketball to yoga – almost any dance, sport or fitness activity can count.

Principles

- Involvement in some form of enjoyable physical activity is essential for physical health.
- Maintaining physical health is important to mental and emotional well-being.
- A lasting sense of achievement and satisfaction is derived from meeting a physical challenge.
- Physical activities are enjoyable in themselves and can lead to the establishment of a lasting, active lifestyle.

Benefits

The Physical section should provide opportunities to:

- Enjoy keeping fit by choosing an activity which is in itself enjoyable, and which leads to the establishment of a lasting, active lifestyle;
- Improve fitness by taking part in a physical activity on a regular basis;
- Discover new abilities;
- Raise self-esteem through improvement of performance and reaching the minimum requirements;
- Extend personal goals by involvement and sustained interest;
- Set and respond to a challenge by extending physical fitness and performance;
- Experience a sense of achievement from meeting a physical challenge.

Selecting a Physical Activity

In short, anything that requires a sustained level of physical energy and involves doing an activity. For example, playing a sport regularly and showing improvement would count. However, learning to become a coach in the same sport would be a Skills section activity, whilst being a volunteer coach counts for the service section.

Participants must choose a physical activity and with the help of their leader set an appropriate challenge. They can choose one they are currently doing or go for something

new. The key is to show progression and sustained interest over time. Ultimately, participants must prove that they have broadened their understanding and increased their expertise in their chosen activity.

If a participant is unsure which category an activity falls into, or whether it's acceptable, they must get approval from their leader and the German Award Headquarters before starting. If the activity is not listed as a service or a skill, and if in addition it has a national governing body and if it is even recognised by the DOSB, then it may well be admissible for the Physical section.

Activity Groups

There are eight different activity groups in the Physical Section:

- Individual sports
- Fitness
- Martial arts
- Extreme sports
- Racquet sports
- Dance
- Team sports
- Water sports.

The Process: Overview

- **Preparation.** Young people plan their physical activity and set their objectives. This includes which sport, dance or fitness activity they want to do and where they'll do it.
- **Training.** Participants undergo any training or briefing necessary to allow them to undertake their physical activities. Training may form part of the activity.
- **Activity.** Participants do their physical activity regularly, averaging at least an hour a week, for the required time.
- **Assessment.** The young person meets with their Assessor to discuss and record their experiences, including their effort, perseverance and achievement. Their Record Book is completed.



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Physical Ideas

Physical Section

PARTICIPANTS LOGBOOK

Information

General

When completing each section of your Award, you should develop a programme which is specific and relevant to you. This sheet gives you a list of programme ideas that you could do or you could use it as a starting point to create a Physical programme of your own! For each idea, there is a useful document giving you guidance on how to do it, which you can find under the category finder on www.DofE.org/physical.

Doing physical activity is fun and improves your health and physical fitness. There's an activity to suit everyone so choose something you are really interested in. You can use the handy programme planner in this Logbook to work with your Leader to plan your activity.

Ideas

Team sports

- Joining a local football team and playing matches regularly.
- Taking part in after-school hockey lessons.
- Learning the rules of ultimate flying disc and joining their college team.
- Joining their scouts' group netball team and playing in their league.
- Playing wheelchair basketball at their school.

Individual sports

- Joining a local athletics club and competing for their area.
- Setting regular dates to go bowling with a group of friends.
- Learning to fence at a local community centre.
- Learning to horse ride at the local stables.
- Practicing roller blading every week and joining in an open session in their local park.

Water sports

- Learning to windsurf at a local lake.
- Gaining a PADI open water SCUBA diving qualification and going out on subsequent dives.
- Joining a local dragon boat racing team and competing at a regatta.
- Going swimming every week at the local pool.
- Learning to surf on holiday and continuing to practice at their local beach.

Racquet sports

- Learning to play tennis in their lunchtime club at school.
- Playing Badminton every week with friends.
- Playing table tennis regularly at their youth club.
- Joining a handball club and playing in matches.
- Having squash lessons at their local gym.

Dance

- Learning bhangra at a local dance studio.
- Attending salsa classes every week at the local community centre.
- Creating a street dance routine with friends for their Regional Youth Club Gang Show.
- Improving their ballet skills and gaining the next grade.
- Joining, and performing with, a local sword dancing team.

Fitness

- Going to their local gym every week and improving cardiovascular fitness.
- Jogging or walking every week with friends.
- Doing an activity class, i.e. Aerobics, Pilates, yoga, at their local sports centre.
- Joining a trampolines club.
- Learning to weight lift in a local fitness centre and showing improvement.

Extreme sports

- Mountain biking with friends and learning how to do jumps.
- Skateboarding regularly at their local skate park.
- Joining a free running group.
- Improving their climbing ability at the local climbing wall.
- Learning how to sky dive and doing two tandem jumps.

Martial arts

- Improving their karate skills and gaining the next belt.
- Taking part in self-defence lessons at an after-school club.
- Joining tai-chi classes in their local park.
- Learning the skills of Capoeira at local classes.
- Joining a judo club at their local community centre.



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Physical Choice List

Physical Section

PARTICIPANTS LOGBOOK

Information

Individual sports

- Archery
- Athletics
- Biathlon/Triathlon/Pentathlon/Decathlon
- Boxing
- Carpet Bowling
- Croquet
- Cross country running
- Cycling
- Fencing
- Flat Green Bowls
- Golf
- Hill running
- Horse riding
- Nordic Walking
- Orientating
- Pet an que, Boccia, Boule
- Racewalking
- Running

Fitness

- Aerobic
- Cheerleading
- Fitness activities
- Gymnastics
- Jogging
- Keep fit
- Medau movement
- Physical achievement
- Pilates
- Trampolining
- Walking
- Weight lifting
- Yoga

Martial arts

- Aikido
- Judo
- Jujutsu
- Karate

- Kendo
- Kung-fu
- Self-defence
- Wrestling

Extreme sports

- Bob run
- Caving and potholing
- Climbing
- Ice hockey
- Ice skating
- Mountain biking
- Parachuting/sky diving
- Skateboarding
- Snow sports (Skiing, snowboarding, snowshoeing)

Racquet sports

- Badminton
- Real tennis
- Squash
- Table Tennis
- Tennis

Dancing

- Ballet
- Boogie-woogie
- Folk-dance
- Historical dance
- Jazz dance
- Latin dances
- Modern dance
- Rock and Roll
- Standard dances

Team sports

- American Football
- Baseball
- Basketball
- Boccia
- Bounce Basketball
- Camogie

- Carriage Driving
- Cricket
- Curling
- Dodgeball
- Fist ball
- Fives
- Football
- Handball
- Hockey
- Hurling
- Indiacca
- Kabaddi
- Korfbal
- Lacrosse
- Netball
- Polo
- Prellball
- Rounders
- Rugby Football League
- Rugby Football Union
- Softball

- Stool ball
- Street ball
- Tchoukball
- Ultimate Flying Disc
- Volleyball

Water sports

- Canoeing
- Diving
- Dragon Boat Racing
- Rowing and sculling
- Sailing
- Sub aqua (SCUBA diving and snorkelling)
- Surfing/body boarding
- Swimming
- Synchronised swimming
- Water polo
- Water skiing
- Windsurfing



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Physical Planner

Physical Section

PARTICIPANTS LOGBOOK

Worksheet

Participant

Award Level

Aim and Requirements

Doing physical activity is fun and it improves your health and physical fitness. From hockey to dance, rock climbing to swimming, wheelchair basketball to yoga – almost any dance, sport or fitness activity can count. The minimum time requirements are: Bronze: 3 months, Silver: 4 months, Gold: 5 months. For more details visit www.DofE.org/skills.

Activity Group

- | | |
|--|---|
| <input type="checkbox"/> Individual sports | <input type="checkbox"/> Fitness |
| <input type="checkbox"/> Martial arts | <input type="checkbox"/> Extreme sports |
| <input type="checkbox"/> Racquet sports | <input type="checkbox"/> Dance |
| <input type="checkbox"/> Team sports | <input type="checkbox"/> Water sports |

Programme Plan

How will you find out how you can do this locally?

What are you specifically going to do? Please use the back side of this sheet for more details!

How is this going to help you get more physically fit and healthy?

What do you want to achieve? What are your specific goals?

Who is going to help you complete your activity? E.g.: Who will coach you? Who will assess you?

What evidence will you collect to show your progress?

Physical Activity Details



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Residential Fundamentals

Residential Section

PARTICIPANTS LOGBOOK

Information

Aim

To inspire Gold participants through a concentrated involvement with people they don't know, who are usually from different backgrounds, and bring alternative views to the challenges they will face. The Residential section broadens their experiences by empowering them to make a difference in a team-based residential setting.

Participants could base their experience around an existing interest, for example taking part in a sailing course, developing their photography skills or working on a conversation project. Alternatively they could try something completely new – like working at a kids summer camp, learning French in Paris or helping to rebuild a school in the Gambia.

Principles

- Residential experiences take young people outside their normal environment and enable them to separate themselves from their daily routine.
- It is a chance to step outside their comfort zone, gain new skills for life, enjoy new experiences and have fun.
- By finding opportunities that interest them away from their usual group of friends, they will develop initiative and planning skills.
- By taking part in a Residential, young people will broaden their horizons and develop maturity and independence.
- Interaction with people from different walks of life, ages and backgrounds promotes respect and understanding.
- Completion of shared objectives will develop social and team working skills and better prepare them for adulthood.

Benefits

The Residential should give young people the opportunity to:

- Meet new people;
- Experience an unfamiliar environment;
- Build new relationships and show concern for others;
- Work as part of a team towards shared goals;
- Accept responsibility for themselves and others;
- Develop communication skills;
- Show initiative;
- Enjoy living and working with others.

Requirements

Participants undertake a shared activity or specific course with people they don't know in a residential setting away from home and in an unfamiliar environment. Evenings are often as much a part of the experience as the daytime activities.

Selecting a Residential

Where and What?

- Residential settings may typically be in centres, youth hostels, sailing ships or camps. Staying with a family or 'home stays' are not generally acceptable.
- The type of residential experience is to be the young person's own choice, freely made and without any financial gain.
- The Residential should provide opportunities for broadening their interest and experience – it is the ideal opportunity to try something new. But it may also be related to existing interests or activities being followed in other Sections of the Award, but will be additional to the requirements for that Section. Practice journeys and qualifying ventures for the Expeditions Section cannot be regarded as a Residential Project.

With Whom?

In order to fulfil the objectives of the Residential, it is probably most beneficial for participants to join projects individually. Alternatively, only a small minority of those taking part should be known to the participant, to ensure that young people make new friends and build new relationships.

For How Long?

The Residential should normally take place over at least five consecutive days with at least four nights spent away.

Activity Groups

There are four different activity groups in the Residential section:

- Activity Based
- Service to Others
- Learning
- Environment and Conservation

The Process: Overview

- **Preparation.** Young people identify a residential activity, where it's taking place, who they'll do it with, set their personal goals and let the activity provider know they want their participation to count for the Award.
- **Training.** Participants undergo any training or preparation necessary to allow them to take part in the residential.
- **Activity.** Participants join their residential and take part in the activities for a minimum of five days and four nights.
- **Assessment.** At the end of the residential activity, the young person meets with their Assessor to discuss, record and review their experience. Their *Record Book* is completed.



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Residential Ideas

Residential Section

PARTICIPANTS LOGBOOK

Information

General

When completing each section of your Award, you should develop a programme which is specific and relevant to you. This sheet gives you some ideas for activities which you could do or you could use it as a starting point to create a Residential of your own!

Going on a Residential gives you the chance to learn how to work with people from different backgrounds and build confidence living in new environments. There are loads of exciting possibilities and opportunities, so choose something which you will find really fulfilling.

You can use the handy programme planner in this *Logbook* to work with your Leader to plan your activity.

Ideas

Service to others

- Assisting at a summer camp for "Wölflinge" (Brownies).
- Helping out on a pilgrimage to Lourdes.
- Aiding deaf blind young people and adults to enjoy a holiday.
- Rebuilding a school roof in Lesotho.
- Being an assistant to support an eco-friendly waste project at an outdoor education centre.

Environment and conservation

- Attending a conference on climate change as a youth representative for their local authority.
- Studying coral bleaching in Australia.

- Joining a tree planting project in the Alps.
- Monitoring the bat population in the Palatinate Forest (Pfälzer Wald).
- Helping the preservation team of a narrow gauge railway in the Harz Mountains.

Learning

- Undertaking a cookery course in France.
- Doing a photography course run by a university and exhibiting their work.
- Learning to snowboard on an intensive course in the Bavarian Alps.
- Improving their Spanish language skills on a course in Madrid.
- Learning to write and produce music and putting on a show for locals.

Activity based

- Taking part in a week-long discovery of stage combat in Freiburg.
- Joining a CVJM activity week with members of different federal states.
- Stewarding at a music festival.
- Taking part in a multi-faith residential, studying different religions and how they interact with each other.
- Joining an historical re-enactment of the Battle of Teutoburg Forest.



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Residential Planner

Residential Section

PARTICIPANTS LOGBOOK

Worksheet

Participant

Award Level

Aim and Requirements

Going on a residential gives you the chance to learn how to work with people from different backgrounds and build confidence living in new environments. Participants could base their experience around an existing interest, for example taking part in a sailing course, developing their photography skills or working on a conversation project. Alternatively they could try something completely new – like working at a kids summer camp, learning French in Paris or helping to rebuild a school in the Gambia. The residential activity must take place over at least five consecutive days with a minimum of four nights spent away. For more details visit www.DofE.org/residential.

Activity Group

Activity based

Service to others

Learning

Environment and conservation

Programme Plan

How will you research what you can do for your residential?

What specifically will you do? Please use the back side of this sheet for more details!

What personal qualities do you have that you can bring to the team?

What do you want to achieve? What are your specific goals?

Who is going to help you complete your activity? E.g.: Who will support you whilst you are on your residential? Who will assess you?

What evidence will you collect to show your progress?

Residential Activity Details



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Expedition Training Certificate

Award Level _____ **Award Unit** _____

Participant _____

Period _____

General Training			
Topic	Period	Trainer	Signature
Safety Procedures			
First Aid			
Navigation			
Camp Craft			
Legal Framework			
Aim Work & Report			
Team Building			

Additional Training for _____ Expeditions			
Topic	Period	Trainer	Signature

Practice Expeditions			
Area	Period	Supervisor	Signature

Name _____

Signature & Stamp _____

Position _____

Place / Date _____



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Expedition Report Certificate

Award Level

Award Unit

Participant

Place of Report

Date of Report

Form of Report

Work Focus

Personal Strengths

Name

Signature & Stamp

Position

Place / Date



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Bronze Sectional Certificate

Award Section

Participant

Activity Group

Activity Venue

Activity

Period

Work Focus

Personal Strengths

Assessor

Signature

Position

Place / Date



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Bronze Certificate

Participant _____

Record Book Number _____

Date of Birth _____

Operating Authority _____

Period _____

SERVICE SECTION

Group _____

Venue _____

Activity _____

Period _____

EXPEDITIONS SECTION

Mode of Travel _____

Training Period _____

Aim _____

Practice Period _____

Environment _____

Expedition Period _____

SKILLS SECTION

Group _____

Venue _____

Activity _____

Period _____

PHYSICAL SECTION

Group _____

Venue _____

Activity _____

Period _____

Award Co-ordinator _____

Signature and Stamp _____

Place / Date _____



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Silver Sectional Certificate

Award Section

Participant

Activity Group

Activity Venue

Activity

Period

Work Focus

Personal Strengths

Assessor

Signature

Position

Place / Date



***Du kannst mehr
als du glaubst!***

Silver Certificate

Participant _____

Record Book Number _____

Date of Birth _____

Operating Authority _____

Period _____

SERVICE SECTION

Group _____

Venue _____

Activity _____

Period _____

EXPEDITIONS SECTION

Mode of Travel _____

Training Period _____

Aim _____

Practice Period _____

Environment _____

Expedition Period _____

SKILLS SECTION

Group _____

Venue _____

Activity _____

Period _____

PHYSICAL SECTION

Group _____

Venue _____

Activity _____

Period _____

Award Co-ordinator _____

Signature and Stamp _____

Place / Date _____



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Gold Sectional Certificate

Award Section

Participant

Activity Group

Activity Venue

Activity

Period

Work Focus

Personal Strengths

Assessor

Signature and Stamp

Position

Place / Date



***Du kannst mehr
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Gold Certificate

Participant _____

Record Book Number _____

Date of Birth _____

Operating Authority _____

Period _____

SERVICE SECTION

Group _____

Venue _____

Activity _____

Period _____

EXPEDITIONS SECTION

Mode of Travel _____

Training Period _____

Aim _____

Practice Period _____

Environment _____

Expedition Period _____

SKILLS SECTION

Group _____

Venue _____

Activity _____

Period _____

PHYSICAL SECTION

Group _____

Venue _____

Activity _____

Period _____

RESIDENTIAL

Group _____

Venue _____

Activity _____

Period _____

National Director _____

Date, Place and Stamp _____



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Seminar Certificate

Participant _____

Operator _____

Name or Type _____

Number _____

Period _____

Location _____

Duration _____

Seminar Content

Instructor _____

Signature and Stamp _____

Position _____

Place / Date _____

